DOCUMENT RESUME

ED 254 665 CE 040 883

AUTHOR	Safman, Phyllis C.; Crocker, M. Judith
TITLE	An In-Service Curriculum Package for the Training of Teachers of Adult Students. Final Report and Recommendations.
INSTITUTION	Utah Univ., Salt Lake City.
SPONS AGENCY	Utah State Office of Education, Salt Lake City.
PUB DATE	Aug 84
NOTE	41p.; Prepared by the Division of Continuing Education.
PUB TYPE	Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Development; *Adult Education; *Adult Educators; Adult Learning; Career Counseling; Career Development; Classroom Techniques; Curriculum Development; *Curriculum Guides; Educational Needs; *Inservice Teacher Education; Instructional Materials; Lesson Plans; *Material Development; Needs Assessment; *Pilot Projects; Postsecondary Education; Questionnaires; State Surveys; Statewide Planning; Teaching Methods
IDENTIFIERS	310 Project; *Utah

ABSTRACT

A project was conducted to develop a curriculum package for use in providing inservice training to adult educators. The content of the package was determined by information gathered from a statewide survey of adult education directors in Utah, a review of adult development and learning literature, and discussions with leaders and researchers in the field of adult education. The package was pilot tested with 21 teachers from public, vocational, and continuing education. The pilot test indicated that, besides being used in a workshop format, the package could be used successfully in other settings as well. This project report contains the curriculum package, which includes units on adult development and learning, counseling and career development, teaching techniques, and issues in adult education as well as a copy of the survey instrument used to gather information pertaining to the needs of adult educators in Utah for inservice training. (MN)

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ED254665

AN IN-SERVICE CURRICULUM PACKAGE FOR THE TRAINING OF TEACHERS OF ADULT STUDENTS

Final Report and Recommendations

Contract No.

U. of U. PID: 836014

Prepared by

Phyllis C. Safman, Ph.D., Project Director
M. Judith Crocker, M.Ed., Consultant

The project, which is the subject of this report, was supported by the United States Department of Education and the Utah State Office of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Utah State Office of Education, and no official endorsement by these offices should be inferred.

August, 1984

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FUNDING INFORMATION

Project Title: An In-service Curriculum Package for the Training of Teachers of Adult Students

Contract Number: U. of U. PID: 836014

Amount: $8,486.00

Source of Contract: Program Administration Division
Utah State Office of Education
Adult Education Unit
250 East 500 South
Salt Lake City, Utah

Contractor: Division of Continuing Education
University of Utah
Salt Lake City, Utah 84112

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Source of Funding: Section 310, Adult Education Act, PL 91-230, as Amended

This project complies with Title IV of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973, requiring that no person shall on the grounds of race, color, sex, national origin, or handicap be excluded from participation in, denied the benefits of, or be subject to discrimination either in employment or services rendered.

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Copies of this report may be obtained from the Utah State Office of Education, Adult Education Specialist, 250 East 500 South, Salt Lake City, UT 84111.

ABSTRACT

An in-service curriculum training package designed for use by teachers of adults was developed. The content of the package was determined by information gathered from a statewide survey of adult education directors in Utah, a review of the adult development and learning literature, and discussions with leaders and researchers in the field of adult education. Content areas included adult development and learning, counseling, teaching techniques, and issues in adult education. A workshop format, chosen to present the curriculum package, focused upon linking theory with practice.

The package was pilot tested with 21 teachers from public, vocational, and continuing education. Project findings indicated a need in Utah for in-service training and ongoing professional development opportunities for these teachers. Participant evaluations suggested that some type of similar training be available on a regular basis. In addition, participants cited two areas in need of change: isolation from other adult educators; lack of professional recognition by school districts and the State Office of Education.

To continue in-service opportunities and address the concerns of teachers of adults, an advocacy program administered through the Utah State Office of Education was recommended. This program would have four purposes: 1) to provide a directory of teachers of adults; 2) to conduct a needs assessment of teachers of adults; 3) to develop collaborative relationships among the Utah State Office of Education, school districts, and institutions of higher education for in-service and pre-service opportunities; 4) to provide a forum for information exchange for teachers of adults.

SUMMARY OF PROJECT

Traditionally adult education has been the step child of public education which emphasizes the education and training of youth. Its second class status is manifested in its structure: programs for adults are often tacked on to elementary and secondary programs; teachers of adults are hired part-time and without financial and health benefits of full-time employment; very little effort is made to provide part-time teachers with ongoing professional development opportunities.

Yet, thousands of Utah's adults flock to programs offering basic skills, English as a second language, non-credit leisure and appreciation courses, and academic credit courses. Many of the adults who participate in these programs face economic realities: they require new skills to obtain, keep, or change employment.

The educational needs of adults require trained teachers of adults. However, training opportunities for teachers of adults are limited. Currently, there are a few colleges and universities throughout the United States that offer degrees in adult and continuing education. Most of these concentrate on program administration and not on classroom teaching. None of Utah's institutions of higher education offers such a program. Thus, a dearth of trained educators of adults exists in Utah.

To begin to address this need, an in-service curriculum package for teachers of adults was developed and tested. This project, funded by a grant from Section 310 of the Adult Education Act, had as its purposes: to assess the extent of in-service programming throughout the state; to assess the needs of teachers of adults; to develop a packaged program that could be offered on-site to teachers of adults. To assess the extent and content of in-service programs, a questionnaire was developed and sent to directors of adult programs throughout Utah.

Information gathered from the survey questionnaires, a literature review, and examination of other in-services programs throughout the United States was used to develop the curriculum package. Its content included four topic areas: adult development and learning; counseling; teaching techniques; and current issues in adult and continuing education.

Directors of adult programs were asked to nominate teachers who would benefit from a four week workshop that presented the curriculum package. Twenty-one teachers registered and completed the workshop. Their classroom participation contributed to refinements made within the package. A course evaluation, conducted at the conclusion of the workshop, revealed the satisfaction of most of the students with the instructors and content of the course. The greatest benefit to workshop participants was the creation of a forum to discuss concerns, learn new concepts, and meet other teachers of adults. Workshop participants identified isolation from other teachers of adults and a lack of professional recognition as their most pressing issues.

OBJECTIVES

Five objectives embodied the intent of the project and provided direction. Each is listed and discussed.

1. Determine the scope and content of existing in-service training programs for teachers of adult students throughout Utah.

The project directors* determined that a survey questionnaire was an efficient data gathering mode for obtaining information on existing in-service programs for teachers of adults in Utah. An instrument was developed, pilot tested, and mailed to the 70 directors and deans of adult and continuing education programs in Utah (see appendix A). The list of directors and deans was provided by the Utah State Office of Education. Out of the 70 directors and deans who received the survey questionnaires, 40 mailed back completed instruments for a return rate of 57%.

*The project consultant was considered a co-director.

Data were analyzed and these findings emerged:

- Out of 40 respondents, 15 (38%) employed one or more full-time teachers of adults;
- Of the 15 respondents who employed full-time faculty, eight (53%) employed between one and five full-time teachers;
- Out of 40 respondents, 35 (88%) employed part-time teachers of adults;
- Of the 33 respondents* who employed part-time faculty, 21 (64%) employed between one and fifty part-time faculty;
- Out of 39 respondents, 18 (46%) reported that their faculty received in-service training while 21 (54%) of the respondents reported having no in-service training for their faculty;
- Of the 18 respondents who reported that in-service training was provided, eight (44%) provided in-service once or twice a year while four (22%) provided in-service from three to five times per year;
- Topics presented in in-service programs included teaching techniques, computer use, classroom management, curriculum development, and theory of adult education;
- Topics cited as those wanted in future in-service programs included reading and writing in content areas, profile of the adult learner, motivation, life cycle development, program planning, networking, and legal implications.

The survey process benefitted the Section 310 project directors in two ways: it provided information on the kinds of topics that would be useful to include in a curriculum package; it alerted the directors and deans that an in-service curriculum package was being developed. A letter accompanying the survey questionnaire described the project and the curriculum package workshop to be offered at no cost and with stipends to teachers of adults.

Analysis of survey data indicated that information on adult development and learning, teaching techniques, and counseling should be included. Also found was a lack of interest in the historical aspect of adult and continuing education. Thus, survey findings impacted the choice of content included in the curriculum package.

*Two did not respond to the question's sub set.

Project directors experienced no unanticipated problems in reaching this objective. The questionnaire return rate was adequate. That very little in-service programming took place was an expected finding and strengthened the belief that an in-service curriculum package was needed.

2. Identify existing in-service training programs for teachers of adult students throughout the United States.

A two pronged approach was taken to facilitate identification of in-service training programs throughout the United States: a literature review; and attendance at the national convention of the American Association for Adult and Continuing Education (AAACE).

An ERIC search was made in order to identify in-service training programs. Many of the abstracts listed under appropriate descriptors were either too narrow in scope or too specific to district or regional needs. Several articles that appeared to be promising were very difficult to obtain. Three of these articles were about projects that were funded under federal and state grants.

More useful were the Syracuse University Printing Services with its adult education publication lists and the National Adult Education Clearinghouse. This entity provided a list of monographs, a "Directory of Adult Serving Programs," and a "Directory of Clearinghouses Serving Adult Education and Learners."

The abstracts of Section 310 projects for 1982-83 were reviewed in order to identify any projects in progress which would be applicable to this project. Directors from two such projects were contacted and, subsequently, they provided summaries.

Reports and articles on file in the Adult Education Specialist's Office at the Utah State Office of Education were studied. Much of this material dealt with issues of certification and their implications for the training of teachers of

3. Determine the classroom needs of adult students enrolled in public school, vocational, and continuing education programs.

The findings from the survey questionnaire underscored a serious problem that made this objective difficult: most teachers of adults are employed part-time, are not organized as a group, and are not included in a published directory of adult education teachers. The Utah State Office of Education keeps a short computer list of public school teachers whose full-time assignment is adult education. However, those instructors who are employed part-time or are hired in the English as a Second Language, Area Vocational Centers, and Skills Center programs are not included on this list. Given the reality of an inadequate list the project directors chose to survey the accessible elements in the adult education system: directors and deans. The survey questionnaire asked about specific needs of their adult education faculty.

The project directors recognized that questioning the directors and deans was an incomplete method for determining the needs of the teachers. Thus, they relied upon a literature review to provide extensive information on the needs of teachers of adults. Materials from the National Association for Public, Continuing and Adult Education (NAPCAE) were helpful in identifying problems experienced and strategies tried by teachers. Literature on adult education, research, theory, and practice was relied upon extensively to provide the necessary information relevant to teacher needs in the adult classroom (see References).

4. Develop a curriculum package that will increase the knowledge and skills of teachers of adult students in the areas of history, theory, research, counseling, career development, and teaching techniques.

Information gathered from an extensive literature review, the survey questionnaire, and contacts made through the AAACE Convention all contributed to the

formation of and content in the curriculum package. Initially, a five week, three hour per week course was planned. However, the project directors found that they could cover the material adequately and still offer one graduate credit from the University of Utah, College of Education, Educational Studies department with four three hour sessions. In addition, the initial plan for the inclusion of history as a topic was altered. Findings from the survey questionnaire indicated a lack of interest in the history of adult and continuing education. Thus, the history section was deleted and an historic overview retained and absorbed into an additional section now titled "Issues in Adult Education."

Each class session was structured so that new information was presented and the previous week's information reviewed. Integration of the information was to be promoted through class exercises. In addition, weekly readings chosen to stimulate participant reflection on their individual teaching situations were planned along with class time for participant interaction and sharing. A reaction paper on the readings was to be submitted at each class session.

Session I: Adult Development and Learning

The first session was intended to provide a conceptual framework for understanding adult development and learning. Many teachers of adults are certified in elementary or secondary education and are familiar with the child development literature. However, most have no formal training in adult education nor have they studied the theory and research related to adult learning. To accommodate this gap, three content areas were chosen: pedagogy/androgogy; life cycle foundations of adult development; factors affecting adult learning. Numerous handouts were selected so that presentations would be coupled with visual materials. Opportunities for discussion were built in and continuous. The text chosen for its breadth of topics was Materials and Methods In Adult and Continuing Education edited by Chester Klevins.

Session II. Guidance and Career Counseling

This section was designed to provide students with an understanding of the difference between guidance and counseling, problems associated with counseling, issues involved in career counseling, and techniques that facilitate a limited counseling role in the classroom. Sheila Steiner, the Associate Director for the Center for Adult Learning and Career Change, Division of Continuing Education, University of Utah, was asked to address the class on issues of career counseling and learning styles. An exercise that examined individual preferred learning styles was planned as a class activity.

Session III. Teaching Techniques

This class session had four main objectives. First, it was designed to help participants organize lesson plans by determining and articulating content and process objectives and comparing those objectives to Bloom's cognitive objectives (Bloom, 1968). Second, a review was planned of developmental factors that affect the choice of teaching techniques. Third, materials on self assessment were selected for examination and discussion. Fourth, participant sharing of classroom problems they've experienced and techniques they've tried was built into the organization of this session.

Session IV. Issues in Adult Education

This session was to provide an overview of current trends set within an historic perspective. Planned was a discussion on social forces impinging upon adults and issues that affect teachers of adults. Issues included certification, competency testing, and career ladder implications. Information on state, regional and national organizations that represent the interests of adult educators was prepared for dissemination.

5. Test curriculum package through a pilot course involving thirty teachers of adult students from public school, vocational, and continuing education programs.

A letter was sent to the 70 directors and deans who received survey questionnaires asking them to nominate suitable candidates to pilot test the curriculum package (see appendix B). Directors were asked to nominate either full or part-time teachers of adults who were teaching no less than four hours per week and who indicated an interest in the adult as a learner. In addition, participants were to receive text, materials, and a fifty dollar stipend for their participation. The workshop was scheduled for Tuesdays, April 3, 10, 17, 24. The times, 4:30-7:15 p.m., were chosen to accommodate those teachers who work during the day. Highland High School in Salt Lake City was chosen as the location for its accessibility and adequate parking.

Initially, thirty teachers were nominated. Of these, nine were unable to participate. Thus, twenty-one registered and demographic information was gathered on them. The following represents the characteristics of the participants.

- 15 women and 10 men completed the course
- 12 were teachers of ABE/GED
- 11 taught in community adult high school programs
- 3 taught in area vocational centers
- 3 taught in university settings
- 2 taught in a skills center
- 2 taught in technical colleges
- others were hired to teach consumer, business, parent education and general courses
- one directed and supervised adult education programs
- workshop participants came from Ogden, Weber, Tooele, Salt Lake, Provo, and Price

Participants were asked why they enrolled in this workshop. The following explanations were cited most often.

- to become a better teacher of adults
- to find out what other teachers of adults are doing
- to expand personal knowledge of adult students and their learning problems

Other reasons given included the renewal of certification, interest in current trends in adult education, and improvement of skills in working with adults.

At the conclusion of the workshop, participants were asked to evaluate the course through the use of an evaluation questionnaire (see appendix C). Analysis of the evaluation revealed the participants' general satisfaction with most of the elements of the course. There were mixed reactions to the relevancy of the readings and the reaction papers to work setting. However, 74% of the participants rated the course objectives as relevant to their work settings. Also, participants rated both instructors at a "good/excellent" level. In addition, 95% of the participants reported that the course met about the right number of times and that class length was about right.

Participants were asked to comment on the benefits (if any) of the workshop, their expectations, and whatever improvements they wanted to suggest. The following includes direct quotes from the workshop participants.

Benefits

"Never had any formal instruction in adult education-helped me solidify concepts and formulate new ones-I need still more."

"The last two sets of readings helped me rethink important teaching issues - I benefitted from hearing experiences of adult educators in class."

"Most of the material was not relevant to what I'm doing now, but it is a start in the right direction."

"I feel less isolated from colleagues now...forming a network."

"Good to get together...should be done on a regular basis."

"Great knowing other interested adult education teachers exist."

Expectations

"...Essentially (I) had envisioned methods, answers, the right way-instead, you asked me to think, plan, evaluate which was more applied in the end."

"I expected to be trained and rejuvenated I expected to learn more and did."

"I came with none, but one grew-the chance to listen to others."

"I wanted a great deal of interaction with other adult (education) teachers-best part of class were others' comments."

Improvements

"Have a second class."

"Spend more time on methods of teaching adults."

"Make it a regular offering-we need it-make it annual."

"Have participants model lessons that work for them-let them teach adults (their own students) in sessions."

Participants were also asked if they had additional comments.

"Exciting class!"

"Will come to more classes!"

"Terrific, thanks!"

"Enjoyed sharpening my wits on an educational adult level again!"

"Too much homework for one credit!"

"Very good-thank you!"

CURRICULUM PACKAGE

ADULT DEVELOPMENT AND LEARNING

Readings: Materials and Methods: pp. 268-278
How Adults Learn, J. Roby Kidd: pp. 36-50

I. Introduction

A. The 310 Project
B. The instructors
C. Instructors' intentions (providing conceptual framework/techniques)
D. First class outline

1. Pedagogy and Andragogy
2. Life cycles-foundation of adult development
3. Factors that affect adult learning

II. Pedagogy and Andragogy

A. Self History

1. Class members interview one other class member and obtain:

a. name and place of employment
b. reason for enrollment in this class
c. family setting, marital status
d. life goals that are most important now

B. Characteristics of an adult

1. Class members generate list using self and interview

a. differences between child and adult become apparent

2. Characteristics of adults determine how they learn

a. review Knowles (1978) pedagogy/andragogy chart

b. relate to class generated characteristics

III. Adult life cycle

A. Theory of developmental tasks

1. Review Levinson/Gould (Cross, 1981)
2. Discuss students' places in life cycle

B. Review of participant interviews

1. Project life stage of person interviewed
2. Discuss differences/sameness of perceptions
3. Discuss areas incongruent with stage as listed
4. Questions:

a) May an instructor be in a different place than his/her students?

b. What are the implications (teaching/learning relationships)?

c. What happens in your classes when the students represent different stages?

IV. Factors affecting adult development and learning

A. Learning and intellectual performance (ability to know and understand)

1. Intelligence

a. fluid (ability to perceive complex relationships, abstract reasoning, neurophysiological base, independent of experience, rises and peaks during adolescence and gradually declines in adulthood)

b. crystallized (ability to perceive relationships, formal reasoning, based on experience and acculturation, increases throughout life)

2. Condition (physical health)

a. practitioner response: adjust light, heat, sound, visuals

3. Adjustment (acceptance of the need for education)

a. practitioner response: learn about adult students' previous education experiences; create accepting and patient atmosphere

4. Speed (time needed for adult student to learn)

a. practitioner response: work with adult student to set comfortable pacing

5. Relevance (adult students' perceptions on how meaningful or interesting is the learning episode)

a. practitioner response: work with adult student to set meaningful learning objectives

6. Status (socio-economic level of adult student)

a. practitioner response: determine values of adult students and how these affect learning

7. Outlook (personal openness or defensiveness)

a. practitioner response: recognize and create accepting atmosphere

B. Processing (series of actions or operations that lead to a change such as a new learning, new skill)

1. Attention (applying the mind to an object or task)

   a. practitioner response: help the adult student set objectives reasonable to the student; find connections between already acquired knowledge/skill and new learning

2. Memory (registration on brain of new information; retention of new information; recall of new information)

   a. practitioner response: make initial registration of information memorable; recall is good when information is meaningful

3. Practice (repetition of new learning)

   a. practitioner response: help adult students organize new information at registration; discuss, repeat, reinforce, recognize, reward

4. Interference (learning that is acquired before and after the new learning and blocks or alters the new learning)

   a. practitioner response: when similar learning interferes with new learning, explain similarities and differences

5. Pacing (speed of learning)

   a. practitioner response: allow students to set individual pace; accommodate need for breaks

6. Resources (aids and supports for learning)

   a. practitioner response: provide interesting and memorable aids to help with registration, practice, pacing

7. Achievement (adults move towards using new learning)

   a. practitioner response: provide feedback, progress reports, opportunities to use new knowledge and skill

V. Class Activity

A. Create scenerio for class
B. Split into groups to discuss how group sets up class to accommodate the life cycle and factors that affect learning
C. Report back to group

VI. Thinking

A. Cognitive style (modes of information processing for perceiving, remembering, processing, and problem solving)

   1. tolerance v.s. intolerance for incongruity
   2. reflectiveness v.s. impulsiveness
   3. constricted v.s. flexible control

4. focusing v.s. scanning (attention)
5. leveling v.s. sharpening (memory blurring and merging)
6. complexity v.s. simplicity (how world is construed)
7. conceptual differentiation v.s. description
8. analytic v.s. global
9. breadth v.s. narrowness of categorizations

B. Relate these styles to participants and to their adult students

VII. Points to remember

A. Emphasize ability
B. Clarify structure
C. Create memorable encounters
D. Allow personal pacing
E. Provide feedback
F. Show ways of using new learning

COUNSELING AND CAREER DEVELOPMENT

Readings: Materials and Methods: pp. 144-150; 317-322; 397-402

I. Introduction

A. Meaning of Counseling

1. Question: What does counseling in Adult Education mean to you?

2. Question: In your own experience is there a difference between guidance and counseling?

3. Definition of Counseling (Grabowski, 1976, p. 226)

"Counseling is a systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that behavior modifications or decisions are made on the basis of greater cognitive and affective understanding."

4. Definition of guidance

"to lead, point out the way, take control"

5. Discuss differences between counseling and guidance as they affect the teacher of adults

a) read Mitchell (1971) and Westervelt (1966)
b) react
c) determine which is appropriate and when

II. Adult as Student

A. Factors impinging upon the adult

1. Review chart (Materials and Methods, p. 147)

2. React to these factors

a) participants' experiences in the classroom

3. Refer to their fit with adult development

B. Why adults come to class

1. Review Houle's (1984) research on three factors

a) goal, activity, learning

2. Review six factors (Cross, 1981)

a) social relationships, external expectations, social welfare, professional advancement, escape/stimulation, cognitive interest

C. Adult emotional needs as outgrowth of above factors

1. Class review of Maslow's Hierarchy (1954)

2. Class reaction and sharing of experience with students who fall in these categories

3. Class sharing of techniques used in dealing with their students' emotional needs

D. Techniques of dealing with emotional needs

1. Preparing - knowledge of students' background and what resources are available

2. Listening

3. Restating

4. Questioning

5. Writing

6. Referring when appropriate

a. recognizing situation where instructor is over his/her head

III. Career Development

A. Sheila Steiner Presentation

1. Meaning of Career Development

2. Resources for Career Development

3. Exercise on learning styles

IV. Next Week's Assignments (April 17)

A. Reaction paper of readings

1. Comment on relevance or lack of to you and your teaching situation

a. be specific

(1 page typed)

TEACHING TECHNIQUES

Readings: Materials and Methods: pp. 205-211, 212-221, 222-234, 323-327, 346-354

I. Questions or comments, reactions on this reading

II. Review of Conceptual Framework

A. Life cycle
B. Maslow Hierarchy
C. Motivational concepts (Houle, 1984; Morstain and Smart, 1974)

1. motivational model

a. need - motive - drive - action

III. Planning for Content

A. Objectives

1. content (course material to be studied/learned)

2. process (manner in which content is presented so that learning can take place)

3. types of learning objectives (Bloom, 1968; Krathwohl, 1967)

a. cognitive (knowing, understanding, intellectual)
b. affective (feeling, attitudes, values)
c. psycho-motor (physical skill development)

4. cognitive hierarchy

a. knowledge, comprehension, application, analysis, synthesis, evaluation

5. kinds of objectives

a. class response

6. class activity

a. split into groups, choose a topic, and take imagined class from knowledge through the evaluation levels

IV. Techniques

A. Foundation

1. adult learning theory (related to practice)

a. learning and intellectual performance (condition, adjustment, speed, relevance, status, outlook)

b. processing (attention, memory, practice, interference, pacing, resources)

c. thinking (cognitive style, achievement)

B. Types (from most to least effective)

1. action techniques

a. simulation, discussion, role play, field trip

2. lab experience

a. solution, discovery

3. drill/practice
4. demonstration
5. sound/motion pictures
6. one way communication methods - lectures, verbal illustration

a. elicit student comments

C. Techniques for creative thinking

1. review issues and present opposing sides
2. challenge assumptions
3. look at situations in new ways
4. use students to teach each other
5. draw and/or discuss political cartoons

a. elicit student comments

D. Resources

1. AV media
2. community as a rich resource (people, organizations)
3. newspaper (city, community)
4. programmed instruction
5. computer

a. elicit student comments

V. Evaluation

A. Content evaluation (M + M: p. 219)

B. Self Assessment (M + M: pp. 346-359)

1. asking questions

a) state them concisely
b) require a thoughtful response
c) address question to whole class
d) dignify a wrong answer by putting it with a correct question
e) promote discussion among students
f) elicit student experience

2. encouraging student participation

a) acknowledging, restating, redirecting, probing

3. referring to 20 skills for self assessment (M + M: p. 348)

C. Value Context

1. clarify value issues within subject context
2. elicit comparisons, contrasts, opinions
3. role play alternative sides
4. encourage awareness - teacher role as regards differences in values among students

D. Checklists for Own Performance (NAPCAE, 1974-77)

VI. Ten Commandments of Teaching (Kidd: pp. 306-307)

1. Thou shalt never try to make another human being exactly like thyself; one is enough.

2. Thou shalt never judge a person's need, or refuse your consideration, solely because of the trouble he causes.

3. Thou shalt not blame heredity nor the environment in general; people can surmount their environments.

4. Thou shalt never give a person up as hopeless or cast him out.

5. Thou shalt try to help everyone become, on the one hand, sensitive and compassionate, and also tough-minded.

6. Thou shalt not steal from any person his rightful responsibilities for determining his own conduct and the consequences thereof.

7. Thou shalt honour anyone engaged in the pursuit of learning and serve well and extend the discipline of knowledge and skill about learning which is our common heritage.

8. Thou shalt have no universal remedies or expect miracles.

9. Thou shalt cherish a sense of humor which may save you from becoming shocked, depresesed, or complacent.

10. Thou shalt remember the sacredness and dignity of thy calling, and, at the same time, "thou shalt not take thyself too damned seriously."

Next Week's Assignment

Using the chart on life cycle tasks as a model, develop a life cycle task development that reflects your students, cite Marker Events and Psychic Tasks.

ISSUES IN ADULT EDUCATION

Readings: Materials and Methods: pp. 15-24; 25-32
(Should have one page reaction paper and life cycle chart to hand in)

I. Reactions to readings, questions, comments

II. Current Trends

- A. Credit for experience
- B. Emphasis on certified learning
- C. Accommodation for mobility and non-traditional changes

III. Factors impinging upon adult and continuing education

- A. Economy-retraining the labor force
- B. Changing population structures
- C. Consumer movements
- D. Status of women
- E. Politics

IV. Certification of teachers of adults

- A. Issue explained
- B. Question: Should teachers of adults be certified?
  1. if so, why or why not
  2. if so, by whom
  3. benefits of certification/non-certification

V. Competencies of teachers of adults

- A. Split into groups to generate competencies
  1. return and share

VI. Issues in Utah

- A. Career ladder-implications
- B. Evaluation
  1. criteria for evaluating teachers of adults
- C. Discussion of other issues

V. National, state, and regional organizations

- A. American Association for Adult and Continuing Education
- B. Adult Education Association of Utah
- C. Utah Community Education Association
- D. Mountain Plains Adult Education Association

VI. Evaluation of 310 workshop

Thank you for your cooperation in the testing of this pilot curriculum project. If you have questions or comments following this class, please call Phyllis at 581-5589 or Judy at 363-4476.

PROJECT FINDINGS

While working on this project, the project directors discovered several problems. These are listed and discussed.

Lack of directory of teachers of adults

When designing the survey questionnaire to learn about in-service programming in Utah, it was discovered that the Utah State Office of Education could provide a list of deans and directors of adult programs and a short list of full-time teachers of adults if adult education were their primary assignment. It could not offer a directory of part-time teachers who provide the adult education instruction nor the names of those instructors in English as a Second Language, Area Vocational Center, or Skills Center Programs. The number of part-time adult education teachers may change frequently with new people entering and others exiting the system. Still, lack of a directory meant that teachers could not be asked their perceptions of in-service needs; the information had to be provided by directors and deans. Thus, there is no coherent system for accessing teachers of adults through the Utah State Office of Education.

Lack of information on the needs of part and full-time teachers of adults

At present there is no effort within the state of Utah to organize the large number of part and full-time teachers of adults. Consequently, many adult educators feel isolated and without connection to their colleagues. They also lack a concept of their place within the field of adult and continuing education. Because there is no system for organizing this group, their needs as adult education faculty are unknown.

To provide the workshop participants with resources, the project directors introduced these adult educators to the state, regional and national organizations that do provide information and forums for meeting and discussing issues

of mutual concern. The Adult Education Association of Utah, the Utah Community Education Association, the Mountain Plains Adult Education Association and the American Association for Adult and Continuing Education are four organizations that were introduced along with their journals and newsletters.

Lack of the availability of in-service opportunities

In-service opportunities for teachers of adults are rarely available especially for part-time teachers. When opportunities are available, some superintendents or directors (supervisors) of adult education programs do not notify their adult education faculty. The reasons given were that the supervisors neither want to cancel an adult education class nor do they want to pay a substitute teacher to take the place of the faculty member attending the in-service program. Thus, in-service programs may not be made available to the people who want and need them.

Many of the curriculum package workshop participants stated that this was their first in-service program on research, theory, and methods relevant to the teaching of adults. They also expressed their appreciation for having an opportunity to break their isolation by meeting and talking with other teachers of adults in a workshop setting.

Gap in the Adult Development Life Cycle

The theoretical life cycle (see McCoy et al., 1978) does not fit many of the students participating in adult education classes (Adult Basic Education, ABE; General Educational Development, GED; English as a Second Language, ESL). Theorists and researchers base their findings largely on white middle-class males involved in continuing education classes. The students who enroll in or are remanded to ABE, GED, and ESL programs are typically not middle class males but a combination of poor and underpriveleged men and women. Characteristics more typical of this population include: dropping out of high school; marrying while in

their early teens; becoming parents in their early teens; having no employment or financial resources. Their development is quite different than those whose lives have followed a pattern of four years of high school, four years of college, job, marriage. The differences in development suggest differences in educational needs. Thus, the theoretical assumptions that form the bases for understanding adult development must be altered to accommodate the non middle-class adult student.

Misfit of Career Ladder

The Utah Legislature mandated funding for a reward system for teachers based upon a career ladder concept. The career ladder calls for evaluation of teachers by peers and administrators. Teachers of adults are under the same system. However, four major problems plague teachers of adults:

1. the adult teaching assignment does not fit neatly on the ladder;
2. often the adult education teacher has no peers in his/her immediate system;
3. the administrators who are to act as the evaluators do not work the same hours as the teachers they are to evaluate;
4. the administrators and evaluators often are unfamiliar with what adult education teachers do.

If a teacher is not on the ladder, advancement is limited. Some of the administrators/evaluators have never seen an adult education class. In addition, many teachers of adults are paid hourly and, therefore, ineligible for an incentive system or step increase. Workshop participants expressed great concern about the implications of career ladder policies upon their tenuous part-time positions.

Lack of undergraduate or graduate degree programs in adult education in Utah.

At present Utah is without a formal training program in adult education. Courses in administration of adult and continuing education are sometimes

available but content on adult instruction is not. Consequently, there is no forum for research, theory and technical development in adult instruction.

RECOMMENDATIONS AND CONCLUSION

Three recommendations have emerged from the preparation and implementation of this Section 310 project. These are: advocacy for teachers of adults; pre-service programming in institutions of higher education; dissemination of this Section 310 curriculum package.

Advocacy for Teachers of Adults

The Utah State Office of Education is urged to provide its part and full-time teachers of adults with an advocacy program. Advocacy means to promote and defend a client or client group while acting as a liaison between that group and others which impact upon the client group. An advocacy program would provide Utah's teachers of adults with these services.

1. A directory. An advocate could devise an organized system for listing and tracking full and part-time teachers of adults. A directory that is included with other listings held by the Utah State Office of Education would allow adult education teachers to be included in mailings and in the general information flow between the state office and its districts.

2. A needs assessment. An advocate could survey the needs of teachers of adults in order to ascertain what they need for more effective performance. To date, this information has not been systematically gathered.

3. Ongoing in-service opportunities. An advocate could use the resources of the State Office of Education and Utah's institutions of higher education to develop in-service materials for adult education teachers. The advocate could then create ongoing in-service opportunities that utilize the materials.

4. Collaboration with Superintendents and Directors. While the field of adult and continuing education continues to grow along with the need for its services, many superintendents and directors who administer adult education programs are not knowledgeable about the field. Nor do they feel a commitment to adult education or life long learning. The advocate is needed to bridge the gap between the actual programming of adult classes and the lack of understanding or commitment by superintendents and directors. This educational process should include sensitizing superintendents to the need for adult

classes, the value of the professionals who teach those classes, and the necessity for ongoing in-service or professional development opportunities. This cannot be done without recognition of the financial burden absorbed by an organization when a substitute must be hired. Consequently, collaborative arrangements that would provide coverage for classes and compensation to the educational organization are encouraged. Collaboration may be established between and among school districts who develop shared in-service programs in order to reduce duplication and save money. Collaborative planning developed by an advocate with district administrators would sensitize administrators to the concept of adult education, provide needed in-service or professional development opportunities, and greatly benefit adult students and educators.

Pre-Service Programming in Institutions of Higher Education

Leadership is needed to stimulate Utah's institutions of higher education that already grant teaching certification to include within existing curricula the research, theory, and practice of teaching adults. Many adult education teachers are certified in elementary and secondary education without any familiarity of the adult development literature. The addition of courses on adult development and learning provides university/college students with skills to expand teaching options once they graduate. The ideal situation includes a combination of pre-service training and in-service programming in adult and continuing education. Then, students in education would be prepared to teach adults. If adult education became their chosen field, opportunities would be available to continually update their skills to meet the challenges inherent in teaching adults.

Dissemination of the Section 310 Curriculum Package

The pilot test of this Section 310 curriculum package indicates that it may be used in other settings with teachers of adults. Its sections may be modified to accommodate varying needs of teachers and their districts. The project directors strongly urge the Utah State Office of Education to promote its use by disseminating findings from the project and the syllabi and materials for all four

sections. More opportunities are needed for professional development for teachers of adult students. The curriculum package is a viable tool for delivering such an opportunity. Dissemination of this project is an important step in serving the needs of both the adult education teachers and adult students in Utah.

Conclusion

This Section 310 project produced a curriculum package that was found to be helpful to the participants enrolled in the pilot project. The necessity for such a program is echoed in the students' comments (pp. 11-12).

This curriculum package offers teachers of adults throughout Utah the benefits of a self-contained learning experience inclusive of the theoretical framework that undergirds the field of adult development and the teaching techniques developed from research and practice. It is a viable tool for addressing the isolation felt by adult educators, updating their knowledge and skills, and professionalizing them into the field of adult education.

Questionnaire

This questionnaire is designed to help us learn about the extent and scope of in-service training programs for teachers of adults. Please take a few minutes to fill out this questionnaire. Once you have completed your answers, please refold the questionnaire with our addressed side visible, close, staple and mail. It is already stamped.

Thank you for your cooperation.

1. Are you currently involved with a community or adult education program?

☐ yes
☐ no
(If no, skip to Q. 11)

2. How many full time teachers are hired to teach in this program? _____

3. How many part time teachers are hired to teach in this program? _____

4. Indicate the kinds of courses offered in your community and/or adult education program.

Please check all that apply.

ABE/GED _____

Adult High School Completion _____

Voc/Tech _____

Credit Courses
(University/College sponsored) _____

Non-credit Courses
(recreation, leisure, cultural enrichment) _____

Continuing Professional Education _____

Other _____
(indicate)

5. Are your adult and/or continuing education instructors currently provided with in-service training?

☐ yes
☐ no
(If no, skip to Q. 9)

6. How often is in-service training provided?

☐ 10 or more times per year
☐ 6-9 times per year
☐ 3-5 times per year
☐ 1 or 2 times per year
☐ less

7. Briefly state the kinds of topics or issues included during your in-service training sessions.

_____

_____

_____

8. Have you ever included any of the following topics during an in-service training session?

	yes	no
History of adult education	☐	☐
Adult learning and development	☐	☐
Counseling the adult	☐	☐
Career development	☐	☐
Teaching techniques	☐	☐

9. Which of the following topics do you think should be included in a faculty in-service training program?

	yes	no
History of adult education	☐	☐
Adult learning and development	☐	☐
Counseling the adult	☐	☐
Career development	☐	☐
Teaching techniques	☐	☐

10. Are there topics other than those listed that you think should be included in a faculty in-service training program?

yes ☐ no ☐
(If no, skip to Q.11)

10a. If yes, what are they?

_____

_____

_____

11. What is your name?

_____

Title? _____

School district/organization?

_____

Thank you for your cooperation.

Please fold, staple, and mail before October 31, 1983.

APPENDIX B

2/21/84

Dear

In October of 1982, a questionnaire was sent to directors of adult education programs throughout the state of Utah. The purpose of this survey was to assess the extent of in-service activities and the content covered during these activities. In addition, respondents were asked to identify topics they wanted to include in their in-service programs.

The findings from this survey , a review of literature, and other state and national studies were synthesized and organized into a curriculum package for teachers of adults. The curriculum package, sponsored by the 310 grant which is funded under the Adult Education Act, Public Law 91-230, contains four major sections: adult development and learning theory and practice; counseling and career development for the adult student; teaching techniques; issues in adult education.

The curriculum package will be offered in a four week workshop through the Division of Continuing Education, University of Utah. The workshop will contain four sessions held on Tuesdays, April 3, 10, 17, 24, from 4:30-7:15 p.m. A $25. fee will be charged each student. Because this workshop is funded through a 310 grant, a $50. stipend will be given to each student who completes the four week workshop. A follow-up assessment of the usefulness of the workshop will be conducted with participants within three to six months of the experience.

We are asking you to nominate several of your teachers of adults as participants in this 4 week workshop. The teachers may be full or part-time and should be teaching no less than 4-6 hours per week. Teachers should also show an interest in adults as learners. Please submit their names and the content area they are currently teaching by March 15th as space is limited.

This course which offers one hour of University of Utah credit will be held at Highland High School, 2166 South 17th East, Salt Lake City.

Thank you for your help. We hope that you will avail your teachers of this opportunity. The final report will be available through the State Office of Education in the fall. If you have any questions, please do not hesitate to call.

Sincerely,

Phyllis C. Safman, Ph.D.
Project Director
Division of Continuing Education
1210 Annex
Salt Lake City, UT 84105
Phone 581-5589

Judith Crocker, M.Ed.
Project Co-Director
Community Education Services
Salt Lake City School District
Phone 363-4476

APPENDIX C

CURRICULUM PACKAGE WORKSHOP
310 PROJECT
EVALUATION OF INSTRUCTORS AND WORKSHOP
EVALUATION, APRIL 24, 1984

Instructions: Please rate each item by placing a 1 (yes) 2 (somewhat) 3 (no) to the right of the number corresponding to that item. Your evaluation will help us to improve this course. Thank you.

		yes 1	somewhat 2	no 3
Course objectives:				
1.	clearly presented	1		
2.	relevant to work setting	2		
3.	accomplished in workshop	3		
Readings:				
4.	relevant to course objectives	4		
5.	relevant to class discussions	5		
6.	relevant to work setting	6		
7.	number was adequate for this course	7		
Class Presentations				
8.	relevant to objectives	8		
9.	comfortably paced	9		
10.	personally challenging	10		
Class Discussions				
11.	relevant to work setting	11		
12.	related to course objectives	12		
13.	provided opportunity for participant sharing	13		
Reaction Papers				
14.	useful for reinforcing learning experience	14		
15.	provided opportunity to relate readings to work setting	15		

		poor 1	fair 2	aver 3	good 4	excel 5
Instructor-Phyllis						
16.	organization of materials	16				
17.	presentation of concepts	17				
18.	knowledge of content	18				
19.	preparedness	19				
20.	ability to listen to students	20				
21.	ability to link course content with practice	21				
22.	overall teaching effectiveness	22				

Instructor-Judith

23.	organization of materials	23
24.	presentation of concepts	24
25.	knowledge of content	25
26.	preparedness	26
27.	ability to listen to students	27
28.	ability to link course content with practice	28
29.	overall teaching effectiveness	29

Please circle the answer which best reflects your judgement.

30. The course met:
    a) too many times
    b) not enough
    c) about the right number of times

31. The class length (4:30-7:00 p.m.) was:
    a) too long
    b) too short
    c) about right

32. Did you derive some benefit(s) from participating in the workshop? yes/no

    If yes, describe the benefits. If no, why?

33. Were your expectations met by this workshop? yes/no

    Briefly state your expectations.

34. In your opinion, what could the instructor have done to improve the workshop?

35. Additional comments

APPENDIX D

WORKSHOP PARTICIPANT INFORMATION SHEET

CURRICULUM PACKAGE FOR TEACHERS OF ADULTS

Name:

Address: (W)

(H)

Telephone: (W) (H)

Place of Employment:

Subjects you are teaching:

Number of hours of teaching per week:

Bachelor degree major:

Master's degree major:

Doctoral major:

Number of hours beyond last degree:

list type of courses:

Reasons for enrolling in this workshop:

APPENDIX E

Biographies

Phyllis C. Safman, Ph. D.

Dr. Safman earned her Ph.D. in Adult and Continuing Education at the University of Illinois, 1981, where she worked under Dr. Alan Knox, author of Adult Development and Learning (1977). She has authored a number of articles on dissemination and utiiization of research and on the retraining of abuse victims of domestic violence. Currently, Dr. Safman is the Director of Academic Programs for the Division of Continuing Education, University of Utah. In this capacity she is responsible for a staff of eight and faculty of three hundred who teach courses for the Division of Continuing Education.

M. Judith Crocker, M.Ed.

Ms. Crocker earned her M.Ed. in Educational Psychology at the University of Utah, 1980, and her B.Ed., at the University of Toledo, in Ohio, 1969. She is currently working as the Outreach Coordinator, Community Education Services, Salt Lake City School District. Ms. Crocker supervises all courses offered for adult high school credit at various satellite centers throughout the district. Her past experience includes three years with the Department of Defense at Army Education Centers in Stuttgart, Germany, as a teacher, teacher-advisor, and coordinator for the Pre- Discharge Education Program for military personnel preparing for discharge.

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